DOCUMENT RESUME

ED 201 266 HE 013 745

AUTHOR Fagbamiye, E. O.
TITLE The Organization and Administration of Nigerian Universities and the Satisfaction and Motivation of Lecturers in Some of These Universities.
PUB DATE Apr 81
NOTE 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Not available in paper copy due to marginal legibility of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrative Organization; College Environment; *College Faculty; Educational Facilities; *Faculty College Relationship; *Foreign Countries; Higher Education; Institutional Autonomy; *Job Satisfaction; Power Structure; Self Evaluation (Individuals); Student Teacher Relationship; Teacher Alienation; Teacher Attitudes; *Teacher Morale; Teacher Salaries; *Teaching Conditions; Universities
IDENTIFIERS *Nigeria

ABSTRACT

The extent to which the academic staff in the five oldest Nigerian universities expressed job satisfaction and motivation, in view of the seeming powerlessness of their Governing Councils, was studied. These universities are the University of Nigeria, Ibadan, Ahmadu Bello, Nsukka, and Ife and Lagos. A total of 157 teachers returned usable questionnaires. The items were factor analyzed and 27 loaded significantly on the following six factors: remunerations and conditions of service, university autonomy, assessment of self and group performance, facilities adequacy, confirmation of choice of career, and students' attitudes toward university teachers. University teachers were found to be dissatisfied with their remunerations and conditions of service and many would not choose teaching if they were starting over again. The more experienced, married, and more qualified staff were most dissatisfied. They were also more satisfied than their less senior colleagues with the attitudes of students toward the teachers. It is tentatively concluded that, on the whole, university teachers can be described as dissatisfied with the Nigerian University system. Background information on the situation of university teachers in Nigeria and a bibliography are included. (Author/SW)

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The Organization and Administration of Nigerian Universities and the Satisfaction and Motivation of Lecturers in Some of These Universities

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by

E. O. Fagbamiye M.A., Ph.D.
Department of Educational Administration
University of Lagos
Nigeria

HE 013 745

April 1981

ABSTRACT

This study attempts to determkne the extent to which the academic staff in the five oldest Nigerian universities have job satisfaction and motivation in view of the seeming powerlessness of their Governing Councils - the supreme governing body of the universities.

One hundrded and fifty seven university teachers returned usable questionnaires. The items were factor analyzed and twenty seven of the items loaded significantly on six factors identified as romunerations and conditions Of service, university autonomy, assessment of self and group performance, facilities adequacy, confirmation of choice of career and students attitude toward university teachers.

University teachers were found to be dissatisfied with their remunerations and conditions of service and many would not choose teaching were they to make a choice all over. The more experienced, married and more qualified staff were found to be the most dissatisfied. They were also more satisfied than their less senior colleagues with the attitudes of students toward their lecturers. On the whole university teachers can be described as dissatisfied with the Nigerian University System though this finding should be considered as tentative only.

THE ORGANIZATION AND ADMINISTRATION OF NIGERIAN UNIVERSITIES AND THE SATISFACTION AND MOTIVATION OF LECTURERS IN THESE UNIVERSITIES

Introduction

There is a common saying in Nigeria that lecturers in Nigerian Universities have fallen from grace to grass particularly from 1966 when the military took over the administration of the country. Perhaps, the single most devastating blow against the status and prestige of university teachers was struck in 1973 when they were told to pack out of university-owned and university rented accommodation within thrity-six hours. Academic "giants" suddenly realized that they had feet of clay - with very many of them unsure of where to go since many, possibly a sizeable majority, owned not even plots of land. Under such circumstances university teachers had to surrender to the military authorities without a short being fired. They went back docilely to work and continued "living in penury", which was supposedly the cause of their downing the chalk. They were ridiculed by newspapers columists as people living in mud tower (not ivory tower) ;which might collapse over their heads.

Toward the end of 1974 a Salary Review Commission set up to review the salaries of all public and civil servants submitted its findings and recommendations. University teachers were now classified as public servants for the first time and even though job evaluations

were not carried out in universities, new salary scales were recommended for university teachers but only as an interim measure. A special panel was expected to be set up by government to do a thorough job evaluation and recommend appropriate scales for university teachers who had remained essentially on the same scale since about 1957! The military government not only ignored the recommendation regarding the special panel but struck other blows at university autonomy by ordering university councils to sack university teachers without taking cognizance of statutory procedures for removing them. Furthermore, university vice chancellors (presidents) were imposed and transferred at the pleasure of the military government. The handing over of the reigns of government to civilians in October 1979 was greeted with a sigh of relief by university teachers, since civilian governments cannot afford to be as dictatorial and high handed as a military government.

During 1980, the Federal Government reached an agreement with the Academic Staff Union of Universities (ASUU) to reinstate university teachers who were sacked in 1978 without due process. The government also assured the union that it would no longer interfere in the internal affairs of universities. A Presidential Commission was also to be set up to undertake a comprehensive study of the conditions of service in the universities.

Soon after the government reached the agreement with the ASUU, six university professors were removed in one university. Many

university teachers and the ASUU are now in doubt about the sincerity of government.

The Problem

There is no doubt that many people in this country feel that university teachers are poorly motivated and dissatisfied with their jobs. The government is certainly aware of the grievances of university teachers if the terms of reference of the Presidential Commission on University salaries and conditions of service are anything to go by. The Commission is expected to undertake a comprehensive study of the conditions of service oin the Universities and

> "To carry out the job evaluation of University staff, and having regard to the salaries of academics elsewhere in the world and the international needs for these academics, to recommend a relevant salary structure for all categories of staff (academics, senior administrative and technical staff and supporting secretarial staff and junior staff)" having regard to the recommended salary levels and the working conditions in the Universities vis-avis the rest of the public service to recommend appropriate levels of fringe benefits for all University staff.
>
> To examine critically the relative roles of the Governing Council of the Universities, the National Universities Commission and the Establishment Department of the Office of the Head of the Civil Service of the Federation in the periodic regulation of the Conditions of Service of the University Staff and to recommend a suitable machinery for effecting future revision and decision-taking in the fastest and most suitable manner possible.
>
> To review the effectiveness of the existing machanisms for collective bargaining, and settlement of trade dispute between University Staff and Governing Councils of the Universities and to recommend a suitable machinery for dealing with this aspect of the Conditions of Service of University Staff expeditiously.

> To review the overall structure, method of payment, and level of both capital and recurrent grants allocated to the Universities and to recommend a financial arrangement which insulates the Universities from the difficulties that could arise from unexpected drop in the levels Of government grants.
>
> To advise generally on other issues wh9ch might led to a healthy working environment in the Universities as well as a satisfied and committed University Staff population."

The unalloyed support of the mass media and the National Assembly for the Commission would seem to confirm the belief that university teachers deserve better treatment if the universities are to be centres of excellence, manned by highly dedicated people.

This study is an attempt to determine the extent to which university teachers are motivated and satisfied with their jobs before new patterns of salaries and conditions of service are introduced.

Review of the Literature

The Head of State (currently, an executive president) is by law a visitor to every Federally owned university.* Even though he is empowered to conduct a visitation in person, this power

is usually delegated to others. A visitation may be instituted (Ukeje, 1980) in order to supervise, or discipline with a view to ensuring the fulfilment of the goals of the university according to the law setting it up. The idea of a visitor is certainly not a popular one among intellectuals who feel that the university Council, the supreme governing body of the university to which government appoints up to 50 per cent or even more of its members should be entrusted with the task of supervising and disciplining its employees. Other members of Council are either elected by Senate, Congregation and Convocation. Except in times of crisis university, members of Council usually approach their tasks objectively regardless of the mode of selection or election.

The Senate comprising of professors and elected members from Congregation is the supreme academic authority and it is responsible for all academic matters - teaching, research and development efforts of the University. The vice-chancellor is the chairman, and the chief executive of the university. he is normally a distinguished professor. His chief administrative officer is the Registrar (who has sometimes completed with the vice-chancellor for control). Various committees of senate facilitate decision making by making recommendations to Senate on various academic matters. The Faculties' Boards of Study also contribute significantly to academic decision making. Most university teachers are usually

satisfied with the measure of control they have over academic matters through the Boards and various Senate Committees. Dissatisfaction is usually expressed with regard to Council's inability to make important decisions.

Those decisions that deal with salaries and conditions of service have been taken out of the hands of Council in reality since circulars now originate from the Federal Ministry of Establishment to universities. Council may modify the content of such circulars, often placing university staff at a disadvantage vis-a-vis other public employees, particularly because universities are often short of funds since they depend entirely on allocations from government. One apparent deficiency in the present organizational structure of universities is that which makes Council, the supreme governing body and by statute the employer of all university staff, subservient to an outside body. For instance, mention has already been made of directives and circulars from the Federal Ministry of Establishment.

Furthermore, the salaries and conditions of service of university staff are not determined on the basis of negotiations between employer and employees. These are usually externally imposed and Council has no control over these. One could thus anticipate dissatisfaction on the part of university staff with regard to salaries and their conditions of service.

Warr and Wall (1975) have expressed a belief that it is morally desirable for work to be such that people like it and people in

positions of responsibility should take active steps to make work likeable. Even though Warr and Wall (1975) expressed a belief, recent government reports (U.S. Department of Health, Education and Welfare, 1973; Wilson, 1973) have suggested that the quality of working life is often lower than many feel to be appropriate. In a longitudinal study (Palmore, 1969a, 1969b) to predict the age at which people would die such variables as general physical functioning, specific indices of heart and other conditions, smoking habits, economic security, job satisfaction were studied. His strongest overall predictor was job satisfaction. According to Palmore, those who felt positively toward their work were more likely to live to an older age (r.26, n=266). Since work will always matter to people, they will always love it and hate it, yet it would seem reasonable to promote a healthy attitude toward work since this may also have consequences for longevity.

Boot, Cowling and Stanworth (1977) have summarized studies carried out in Britain and the U.S. which found close relationships between job satisfaction and position in the industrial hierarchy. The most satisfied were found to be senior managers and professionals while the least satisfied were manual workers. This finding is certainly reasonable considering the fact that the higher a person is in the organizational hierarchy the greater the degree of autonomy that person would enjoy, and the more the resources that would be allocated to such a highly placed person compared with other lower down the organizational ladder.

The foregoing point is related to another one - which states that the higher the personal status, the greater the satisfaction and the less distinction the individual concerned makes between work and leisure (Boot, Cowling, Stanworth, 1977 p.15). They further suggested that job satisfaction is positively correlated with the degree to which the individual makes work a central life interest.

Wall (1972) found a positive correlation between length of service and job satisfaction and Porter (1962) and Porter and Lawler (1965) reported that the job level(itself linked to length of service) is a consistent predictor of satisfaction. One could also infer from the foregoing that age, educational qualifications work experience are jointly and severally linked with job level. Any of these should be able to predict job satisfaction and motivation.

Vroom (1964) has described motivation as "the process governing choices made by persons or lower organisms among alternative forms of voluntary activity". Vroom noted that for organizations to achieve their objectives, people must be induced to enter and remain within the organization, they must carry out their role assignments in a dependable fashion, and there must be innovative and spontaneous activity in achieving organizational objectives which go beyond the role specifications. Vroom (1964,p.37) further suggested that a highly motivated cooperative orientation toward the organization and its objectives is achieved by harnessing effectively all the major motivational forces.

Scott (1962 p.93) has however intimated that high morale is no longer considered a prerequisite for high productivity yet productivity is a function of motivation, because according to Gellerman (1978 p7) what a man accomplishes depends to a considerable extent on how much, and on why, he wants to act. Motivation could of course be due to various causes but there seems to be no doubt that one form of motivation or the other is essential for performance (Gellerman, 1978 pp.105-160).

Vroom (1964, p181) in a review of twenty three studies has showed that satisfaction does not lead to performance. Porter and Lawler (1967 p.23) have argued that good performance may lead to rewards, which in turn lead to satisfaction. Performance is thus seen as an indirect cause of satisfaction. Rewards, of course, could be high salaries, prestige and status, security or even personal accomplishment.

In studying the motivation and job satisfaction of university teachers in Nigeria, the expectation is that if they are highly motivated, performance would be high. Even though rewards do take different forms, the fact that university teachers' salaries and conditions of service have not kept pace comparatively with those of employees in other sectors (including the public service) in the last twenty years has led university teachers themselves to claiming that they live in "penury". University teachers have also voiced criticisms about the assault on academic freedom; university autonomy, inadequate and haphazard financing of universities, inadequate numbers of teaching

personnel and other resources, the unappreciative attitude of government of the sacrifices made by the overworked and overstretched university teachers, and the unilateral declaration of university teachers as public servants. Any or all of these could have led to poor motivation and consequently poor performance.

Many university teachers probably get satisfaction from rewards other than those dealing with money and fringe benefits, but since dissatisfaction has been expressed by the ASUU as well as individuals about various aspects of university governance, a study such as this could explore the extent of university teachers motivation for their jobs and satisfaction with their rewards.

The Method

The five older universties - Ibadan, Ahmadu Bello, University of Nigeria, Nsukka, Ife and Lagos were considered most suitable for this exploratory study. These universities have some tradition and insist on more rigorous criteria for the appointment and promotion of staff. Newer universities can only attract staff by offering incentives in terms of more rapid promotion and appointment on enhanced scales. A decision was thus taken to limit this study to staff in the five older univerties. Roughly ten members of staff were to be chosen from every faculty. Each of these universities has between nine and twelve faculties and colleges. Ideally between 500 and 600 university teachers would have participated

in the study. About 1000 questionnaires were sent to those staff selected by the stratified random sampling technique. Because of the slow postal services, only about 160 had been received after six weeks though others have continued to trickle in in two's and three's. Of the 160 received 157 were found unsable since they provided complete information on all the items on the questionnaire.

The questionnaire consisted of the forty-nine items, nine of which biographic information of participants while the remaining forty items were statements on which they were to express satisfaction and dissatisfaction on a four-point scale ranging from highly satisfied to highly dissatisfied. The questionnaire was given to a group of teaching staff, ranging from Lecturer Grade II to full professors to assess the extent to which the items deal with university teachers' motivation and job satisfaction in terms of content. The comments and suggestions were taken into consideration in modifying the questionnaire - before sending copies to participants.

The forty questions dealt with various facets of university teachers' jobs as they relate to job motivation and satisfaction. There are questions on methods of financing universities, government and public attitude toward university teachers and their jobs, the feeling of efficacy by university teachers themselves, their workload, their remunerations, their work environment, regrets about choice of career and willingness to choose university teaching were the participant able to do it all over again, plans to quit university teaching, opportunities for upward mobility and personal growth and development.

The SPSS Factor Analysis PA2 programme was used to identify those items which are most efficient for tapping job motivation and satisfaction. Factor analysis has thus been used in this case as a criterion for the construction of indices (Blalock, 1960, p.389). The varimax Rotated Factor Matrix indentified eleven factors in all but only six of this had eigenvalues higher than one whole number accounting for 81.7 percent of the variance; and only twenty seven items loaded significantly on these six factors. Table I gives the breakdown on the eigenvalues, the variance accounted for and the number of items which loaded significantly on each factor. The six factors can be identified as Remuneration and conditions of service; University autonomy; University teacher's assessment of self and group performance; Facilities adequacy; hoice of career; and tudents attitude toard the teaching staff. The twenty seven items which loaded significantly on the factors were the ones used for the data anal sis reported under results.

Even though six factors have been identified by name no effort has been made to categorize these under motivation and satisfaction as the two are intricately linked. The results are presented below.

The Results

Each of the six factors identified above as Remuneration and conditions of service, University autonomy, University teachers'

TABLE I

THE RELATIONSHIP BETWEEN THE ITEMS AND THE DERIVED FACTORS USING PA2 VARIMAX ROTATION TECHNIQUE

Factor No.	Eigenvalue	% of Variance	Cum % of Variance	No. of items which loaded significantly on factor
1	7.43060	38.7	38.7	8
2	2.54315	13.3	52.0	6
3	1.97344	10.3	62.3	5
4	1.43358	7.5	69.3	3
5	1.17478	6.1	75.9	2
6	1.11861	5.8	81.7	27

TABLE II

THE RELATIONSHIPS BETWEEN AGE, EDUCATIONAL QUALIFICATIONS, RANK, MARITAL STATUS EXPERIENCE AND FACULTY AND JOB SATISFACTION AND MOTIVATION AS REPRESENTED BY THE SIX FACTORS

Indep ndent Predictors	Factor I F Ratio	Factor 2 F Ratio	Factor 3 F Ratio	Factor 4 F Ratio	Factor 5 F Ratio	Factor 6 F Ratio
Age	1.45	2.628*	1.581	0.027	0.254	0.001
Marital Status	7.502*	0.255	2,462*	0.422	1.717	0.223
Educational Qualifications	3.323*	0.471	0.012	3.081*	0.358	1.674
Rank	0.171	0.022	0.206	5,360*	2.062**	3,285*
Teaching Experience	4.078*	3.258*	1.121	1.655	3.239*	1.719
Faculty	0.055	0.170	0.303	1.422	1.671	0.015

*Significant at better than the .01 level F ratio 2.44 at 1% with 10/146 df.

** " " " " " .05 " " " 1.89 at 50% with 10/146 df.

assessment of self and group performance, facilities adequacy, choice of career and students' attitude toward the teaching staff, was used as the dependent variable with age, marital status, educational qualifications, rank in the university academic hierarchy, university teaching experience in Nigeria and other developing countries and faculty of respondents as independent predictors. The results are shown in Table II. Factor I, which dealt with recomuneration and conditions of service is the most predictive of all the factors. Those lecturers who were married, more qualified and more experienced in university teaching in Nigeria and other developing countries are the most dissatisfied with the university system on the basis of the remunerations and other conditions of service. Rank, age and the faculty did not make any difference in as far as Factor 1 is concerned. Age and teaching experience have also been predictive of the level of autonomy enjoyed by universities (Factor 2) . The more experienced and the older respondents expressed greater dissatisfaction with the existing level of university autonomy than the younger and less experienced lecturers.

University Teachers' Assessment of self and Group performance (Factor 3) has a negative relationship to Marital Status but it is not significantly related to any of the other independent predictors. This implies that married university teachers are generally less satisfied with the performance of their colleagues and the level of maturity exhibited by them. Some in fact wrote letters stating that some were moving up too rapidly without the necessary knowledge and experience. This was, however, peculiar to one university.

Factor 4 has to do with the adequacy of facilities in universities. The more qualified and the higher the rank of university teachers, the more dissatisfied they are with the facilities available in their institutions. Age marital status, teaching experience and faculty respondents do not seem to make a difference even though teaching experience and the faculty of respondents had F ratios of 1.655 and 1.422 respectively (F1.85 at .05 per cent).

As to whether university teachers would choOse university teaching if they were to do so all over again (Factor 5 - Confirmation of choice of career) the more experienced and the more senior teachers are dissatisfied to the extent that they would not make the same choice were they to do it all over.

Finally, the rank of university teachers is predictive of their perception of students' attitudes toward university teachers. More of the lecturers were more dissatisfied with students' behaviour than were their more senior colleagues.

Discussion

The findings in this study have probably not come as a surprise considering the fact that university teachers themselves have expressed dissatisfaction at various times and places with their working conditions and university autonomy.

The findings of this study are at variance with findings reported earlier in this paper from other countries. Wall (1972) found a positive correlation between length of service and job satisfaction, while Porter (L962) and Porter and Lawler, (1965) identified length of

service as a consistent predictor of satisfaction. Boot, Cowling and Stanworth (1977) have also reported findings in the U.K. and the U.S. showing that job satisfaction is closely related to position in the industrial hierarchy. The most satisfied were found to be professionals and managers. All these do not seem to hold in the Nigerian case. The strongest dissatisfaction was expressed about remunerations and conditions of service (factor 1) by married, more qualified and more experienced academic staff. Perhaps, there is a feeling among such staff that they are less secure and the situation is not likely to get better. Perhaps, the most crucial finding is that which showed that the more senior and more experienced teachers feel so disenchanted that they would not choose university teaching if they were to make the choice all over again. This certainly cannot be considered a healthy sign. Many of these people may never leave university service until they retire but policy makers must realize the negative and rather regretful attitude of those who should in fact be defending the system they have put so many years of their life into building. Younger and less experienced people are probably still more hopeful of the rewards accrueable from their performance and possibly more optimistic, so that they are not as yet as negative in their attitude.

Another surprising finding is that which showed more experienced teaching staff as perceiving students in a more favourable light than the less experienced staff. One would have expected younger and less experienced staff to be closer to

students' thinking than older members of staff. Nevertheless, the more experienced members of staff have probably devised effective teaching strategies and management techniques which encourage more positive behaviours among students.

Recently, the National Universities Commission announced some ceiling on the numbers of academic staff who can become professors and senior lecturers in each faculty in any Nigerian university. This is before the Presidential Commission has submitted its report. Staff in Nigerian Universities are unlikely to receive this announcement favourably particularly when academic staff who deserve to become professors and senior lecturers on the basis of merit are denied such positions.

Limitations

Even though this study was planned in August 1980, the removal of some university professors shortly before the data were collected may have influenced the results. A second limitation is the fact that even though the stratified random technique was envisaged, the response was slow in coming in so that the representation does not actually reflect the sampling technique used. Any generalization for the five older Nigerian universities would thus be misleading at this stage. The findings presented here should thus be treated as exploratory until more representative data have been analysed. There is an indication, however, that all is not well with the job motivation and satisfaction of the academic staff in some of Nigeria's universities.

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